Fact Vs. Opinion

**Commercials** For fact and opinion, we watched commericals the first day, and I had the kids write down 2 facts and 2 opinions from each commerical. The next day, the students made a commerical about something (toothpaste, food, etc.) and included at least 2 facts and 2 opinions. The third day, I videorecorded their commericals. The fourth day, I showed their commericals on the TV and had the students write down each fact and each opinion from their classmate's commericals. I used this to assess them.

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| **fact and opinion** Posted by: jan smith #46510 | [rint this Item](http://www.proteacher.net/cgi-bin/collection.cgi?printall=a46510&date=1294582891)[lip to ScrapBook](http://www.proteacher.net/cgi-bin/scrapbook.cgi?chooser=a46510) |

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| I am a Michigan Football fan and I live in Ohio. I turn this into a lesson. With the premise set that a fact can be proven true or false and an opinion is what someone feels. I give them cards with "opinion" [written] on one side and "fact" on the other- I make a statement and they make a choice. |

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| **Hands on activity** Posted by: likestoteach #142811 | [rint this Item](http://www.proteacher.net/cgi-bin/collection.cgi?printall=a142811&date=1294582891)[lip to ScrapBook](http://www.proteacher.net/cgi-bin/scrapbook.cgi?chooser=a142811) |

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| I am teaching this on Monday. I am going to hand out either a blue or red card to each of my students. On the blue cards I have written a fact and on the red cards I have written opinions. I am going to have the red cards on one side of the room and the blue on the other. I will have them read their cards to each other in their group and try to figure out why I put them together. When we come back as a whole group, they should be able to tell me that the all the red cards are opinions and blue cards are facts. Then I will have them tell me what the difference between the two are and go from there as far as what I have to directly teach them about fact and opinion. |

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| **Judge Judy - Fact or Opinion** Posted by: Nicole #29483 | [rint this Item](http://www.proteacher.net/cgi-bin/collection.cgi?printall=a29483&date=1294582891)[lip to ScrapBook](http://www.proteacher.net/cgi-bin/scrapbook.cgi?chooser=a29483) |

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| I just taught this. First, I had the kids volunteer to do silly stuff that we could prove as fact or opinion. Then, I dressed up as Judge Judy. We set up a mock courtroom-- jury and all. Then, I had prepared a play that we acted out deciding between facts & opinions. It was very & my vice-principal loved it!  We also did a judge worksheet for independent practice! Deciding if testimony was fact or opinion. |

We stand around the room, and I pass a soft indoor ball to someone, and say either fact or opinion...whoever I throw to must then make the correct type of statement, i.e. fact statement or opinion statement, and then pass to someone else and ask for a fact or opinion...If the wrong type of sentence is given, that person sits down...last one standing wins.

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| **Fact and Opinion signs** Posted by: ismile #142812 | [rint this Item](http://www.proteacher.net/cgi-bin/collection.cgi?printall=a142812&date=1294582891)[lip to ScrapBook](http://www.proteacher.net/cgi-bin/scrapbook.cgi?chooser=a142812) |

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| Depending on how much you have already taught fact and opinion, for review I use individual F and O signs. Using index cards, I have written fact on one side (in one color) and opinion on the other side (using a different color) then stapled to a popsicle stick. We read a descriptive piece and stop at the end of each sentence. Students hold up their sticks with the side they think the statement represents. This is a quick review for me to see who gets it and who doesn't, plus they like holding up the signs. You could also have students write one of each kind of statements, put them all in a bag, and draw from the bag, allowing the class to practice on their own statements with the signs. |

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| **fact and opinion** Posted by: Jen #20274 | [rint this Item](http://www.proteacher.net/cgi-bin/collection.cgi?printall=a20274&date=1294582891)[lip to ScrapBook](http://www.proteacher.net/cgi-bin/scrapbook.cgi?chooser=a20274) |

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| This is something I have done with my students. They really seemed to enjoy it. I wrote ten different sentences on pieces of construction paper. I then divided the paper into to sections, fact and opinion. I posted the sentences all around the room. The students then had to go around and sign their name on the side of fact or opinion, whatever they thought it was. We then dicussed each sentence as to why it was a fact or an opinion. There were some that surprised the students. It was fun! Hope this helps! |

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| **Fact vs. Opinion By CQ** | [lip to ScrapBook](http://www.proteacher.net/cgi-bin/scrapbook.cgi?chooser=a67033) |

I've used several different subjects to introduce both 4th and 5th grade to fact and opinion: endangered species, hunting, soft drinks, snack foods at school, smoking....Let's use snack foods as an example.

When students

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| first enter the room I have a "new" set of classroom rule(s) posted on the whiteboard. Let's use snack foods, for instance.  Snack foods will no longer be allowed on the school campus, be it in vending machines or lunch boxes. Any parent caught aiding and abetting their child in their pursuance of a snack will be forever barred from holding a public office.  Reasons for the new "rule": 1. | |  | | --- | |  | |

Snack foods cause unhealthy children. Related illnesses are obesity, hyperactivity, emotional problems.  
2. Snack foods promote stealing. If you want one and don't have one you will steal to get one.  
3. Snack foods causes jealousy. Students hate other students who get to have snacks.  
4. Snack foods cause bad grades. A student becomes so obsessed with snack foods that they don't study.

And on and on...I allow the new rules to sink in, telling the students I am quite busy now but we will discuss the rules later. Usually the heated discussion leads students to understand the difference between "fact" and "opinion". Of course,I guide them along the way.

Hope this helps.

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| **fact/opinion By Valerie** | [lip to ScrapBook](http://www.proteacher.net/cgi-bin/scrapbook.cgi?chooser=a142815) |

I bring in different objects and the students tell me a fact and then an opinion about the object. EXAMPLE: a teddy bear---FACT--The teddy bear is brown. OPINION--The teddy bear is cute. apple--FACT--An apple grows on

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| a tree. OPINION--An apple is the best fruit.   I also put students in pairs. I say a word and the student on the right of the pair writes a fact using my word and the student on the left writes an opinion using my word. Example: elephant---Fact--An elephant has a long trunk. Opinion--An elephant's ears are ugly.   We also do Fact / Opinion acrostics. Students write their | |  | | --- | |  | |

name down the side of a piece of paper. They decide if their acrostic is going to be fact based or opinon based. They then write phrases for each letter of their name. SAM--Opinion---Snails make good pets/anchovies are good on pizza/my mom is the prettiest mom in the world.   
  
Hope these ideas spark something for you!